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Abstract

There is a growing interest in the monitoring and evaluation of Education for Sustainable Development and Global Citizenship (ESD/GC). Development practitioners highlight tensions between the demands of monitoring and evaluation for reporting purposes and opportunities for learning about practice within funded global learning education projects (Bond, 2012; Fricke, Gathercole with Skinner, 2015). This paper presents a post-project reflection on the monitoring, evaluation and learning (MEL) processes of a three year European Commission (EC) funded project involving non-State actors in formal education systems on development education and global learning in secondary Science Technology Engineering and Maths (STEM) curricula. The Make the Link project focused on development of engaging materials and teacher training. The authors provide an overview of what was involved in developing a monitoring and evaluation framework that aimed to capture progress against results as defined by the project's EC logical framework, as well as learning about experiences of global learning and STEM from partners across four country contexts. A reflection on the challenges and benefits of what we did, plus our views on what we would like to do in the future, points to a more central role for participatory learning spaces as integral element of future global learning projects. This reflection contributes to discussion on the theme: How can ESD/GC monitoring, evaluation and research engage meaningfully with practice and vice-versa?

Keywords: global learning and STEM; monitoring, evaluation; project learning

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